

OAK HILLS DIFFERENTIATION ACADEMY SESSION III



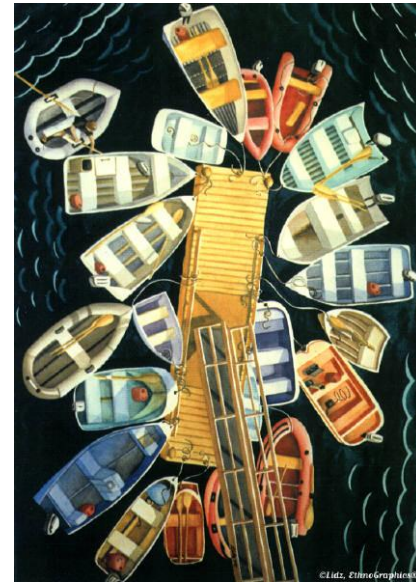
HOMEWORK CHECK UP:



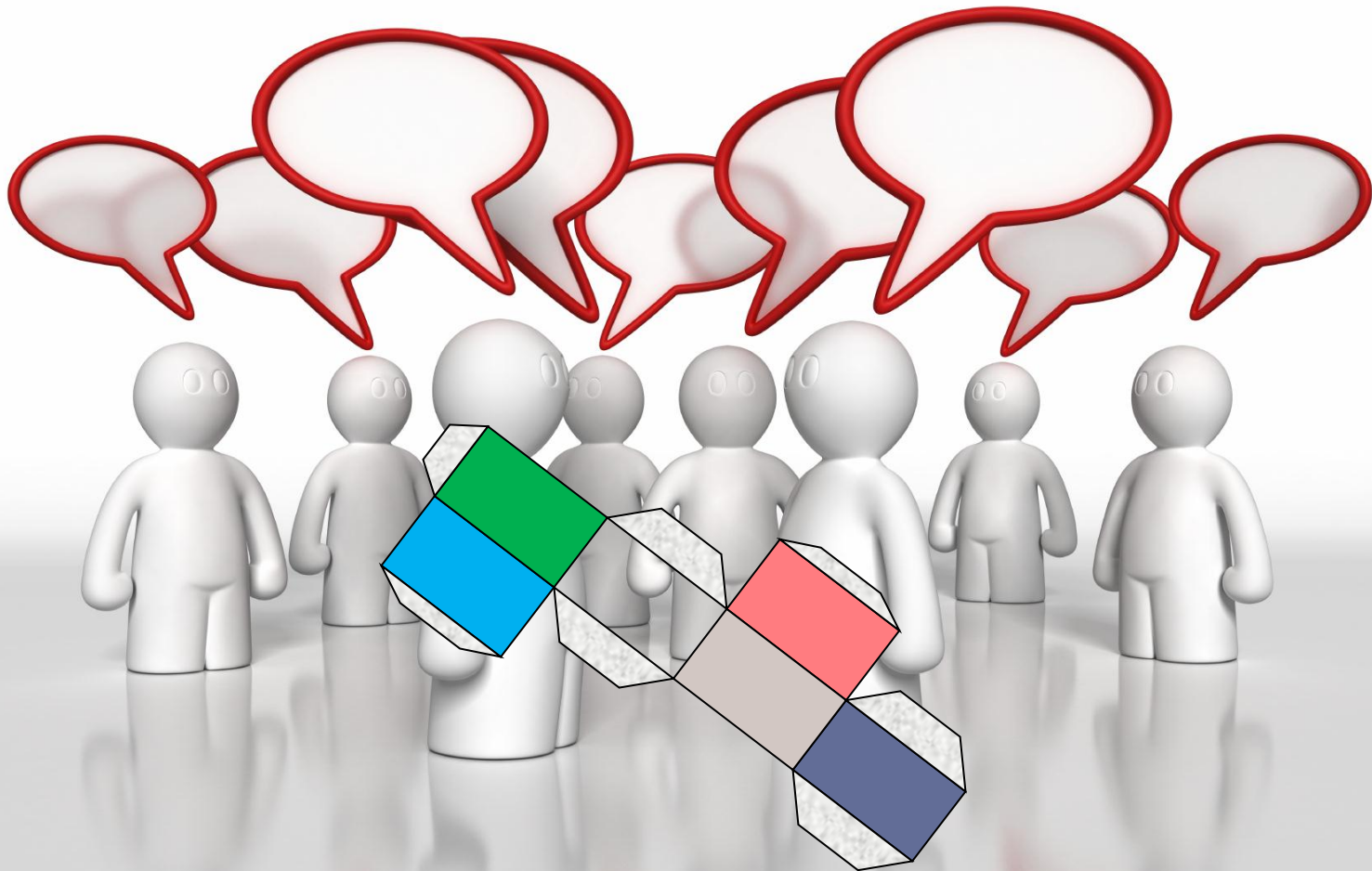
NEXT SESSION: MONDAY, NOVEMBER 8TH HOMEWORK-

- 1) CREATE A RAFT AND AN
ASSESSMENT FOR THE
RAFT
POST YOUR RAFT AND ASSESSMENT TO THE
HOMEWORK SESSION II PAGE

- 2) REFLECT ON THE STICKY NOTE YOU ADDED TO THE
STUDENT CENTERED HANDOUT.
FIND THIS, OR ANOTHER WAY TO BUILD UPON YOUR
STUDENT CENTERED CLASSROOM USING THE FIVE KEYS.
POST YOUR PROGRESS TO THE WIKI PAGE.



SHARE OUT:



LET'S REVIEW...

Differentiation is Just What
the Doctor ordered....





Ongoing Assessments




Flexible Grouping

Differentiation



Community Building



High Quality Curriculum

NON-NEGOTIABLE #1 : ON-GOING ASSESSMENT

Get to know
your
students'
individual
interests



NON-NEGOTIABLE #1 : ON-GOING ASSESSMENT

Get to know
your
students
academically



DIAGNOSE BEFORE YOU TEACH!



Do my students *NEED* this lesson?

Are my students *READY* for this lesson?

ONCE YOU HAVE YOU DETERMINED...

Students interests...

Abilities...

Learning styles ...

Through pre-assessments



YOU CAN IMPLEMENT



Tools and strategies to support
their individual needs

High Quality Curriculum

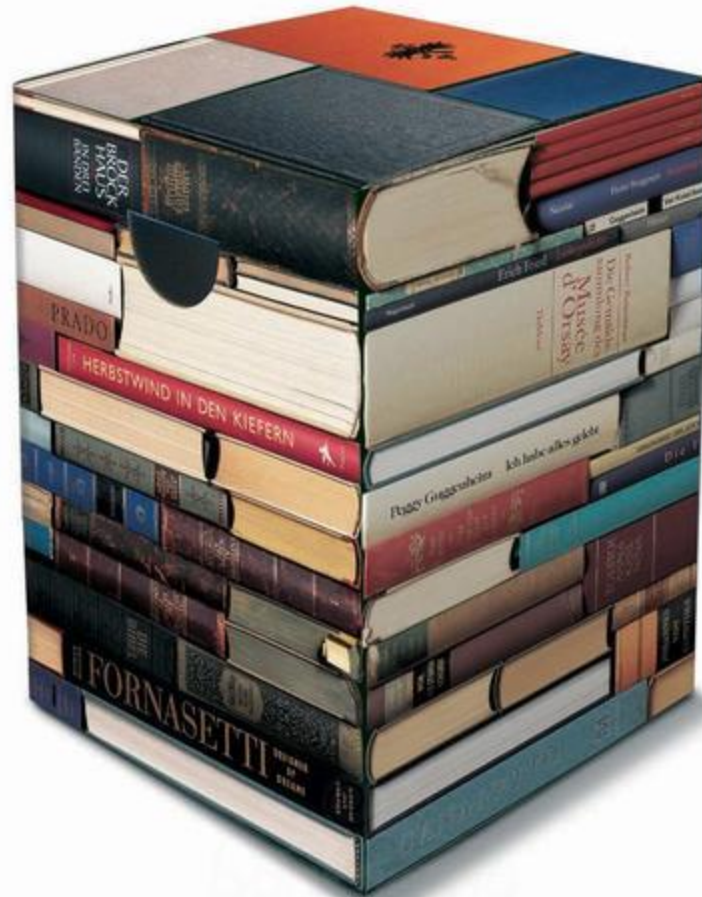
"When teachers effectively differentiate instruction, there is a continuous flow in the processes of teaching, learning, and assessment. These components operate not as steps that we follow, but rather as a continuous cycle, each process informing the next."

Diane Heacox, [Making Differentiation a Habit, 2009.](#)

Non-Negotiable

Our job as teacher

Is NOT to teach the standard Course of Study.



Our job as teacher

Is to ensure that the Standard Course of Study is mastered.



DISCUSSION QUESTION

What is the
distinction



NON-NEGOTIABLE # 2 HIGH QUALITY CURRICULUM

Challenge your
students by
differentiating
process, product,
and content

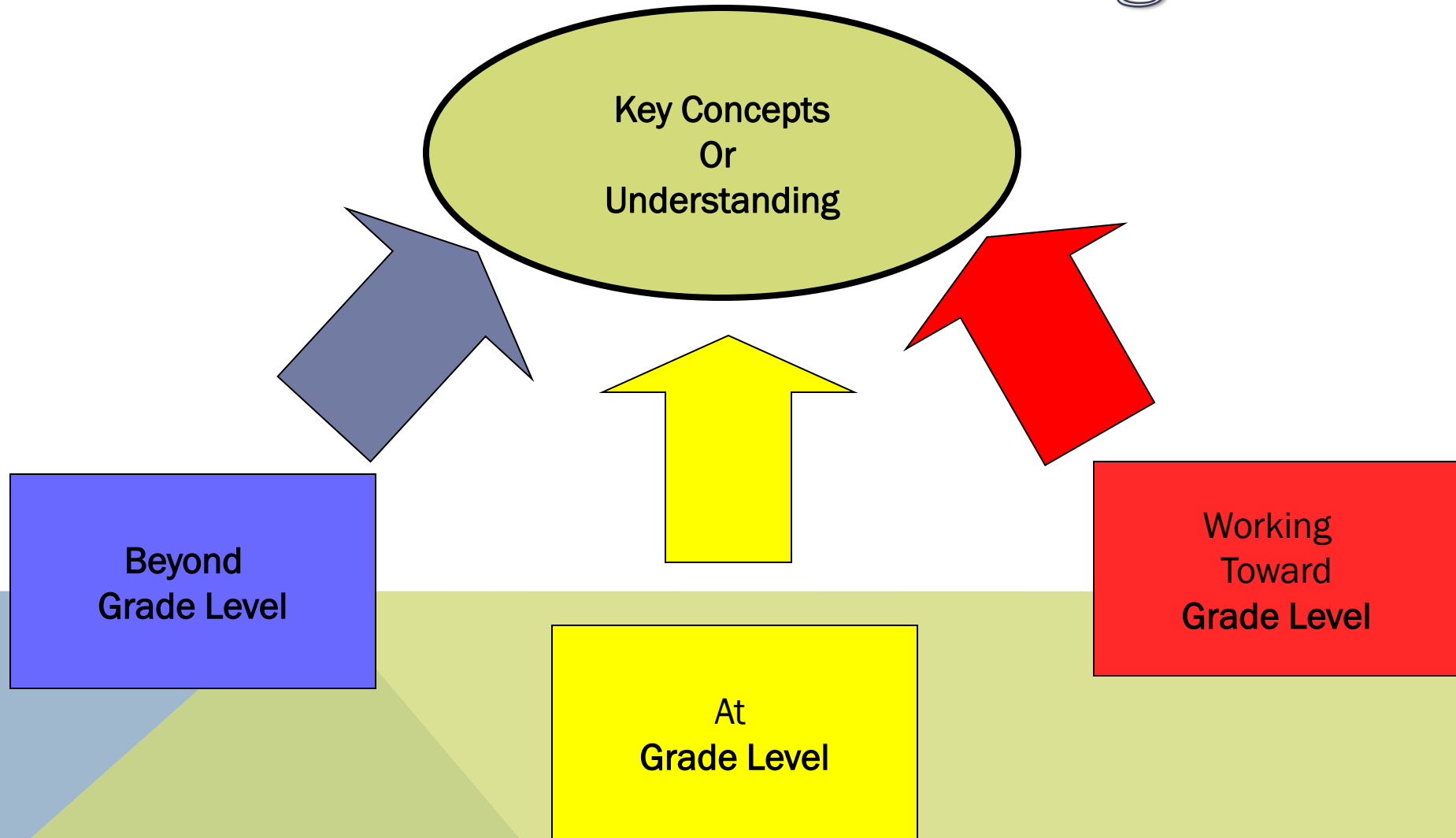


A New Tool for your Toolbox-



Tiered Assignments

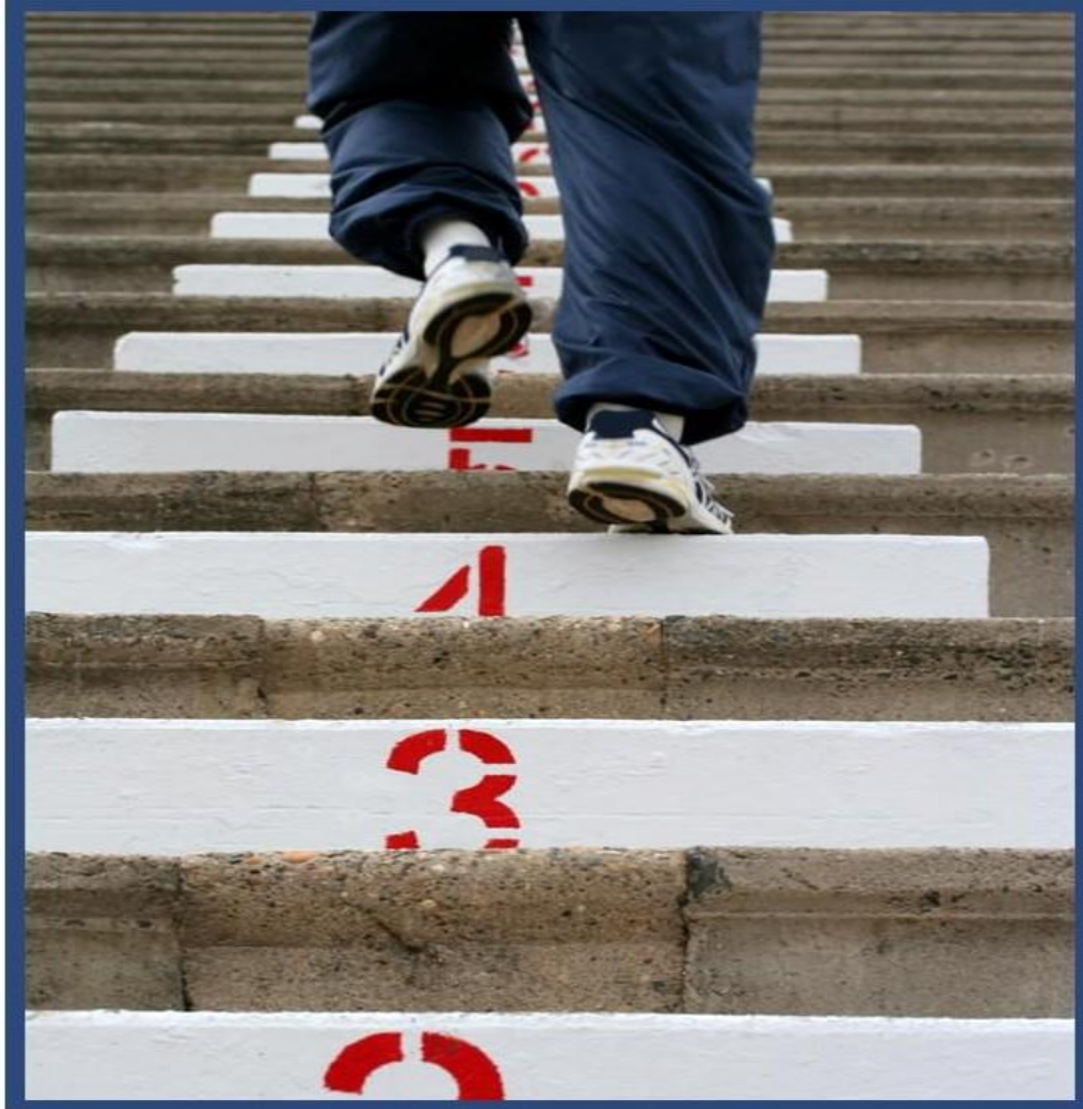
Creating Paths For Learning



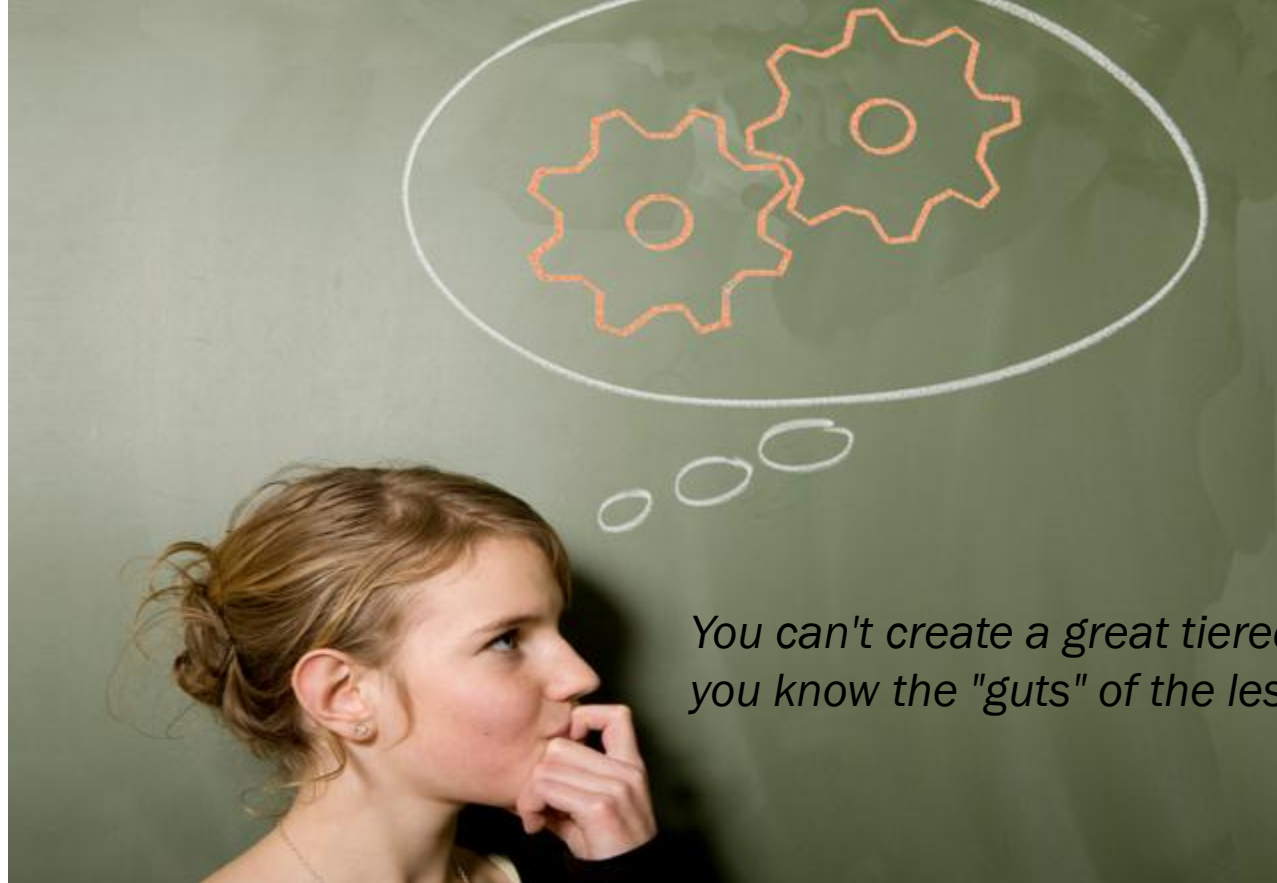
What is Tiering?



STEPS TO TIERING



Developing a Tiered Activity
From Tomlinson: *The
Differentiated Classroom:
Responding to the Needs of
All Learners*,
Association for Supervision
and Curriculum Development,
1999, pg. 85



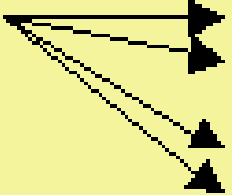
You can't create a great tiered lesson unless you know the "guts" of the lesson.)

1. Select the activity

- Concept
- Skill
- Generalization
(within the field of study it is generally true that...)

Essential to building
a framework of
understanding

2. Think about your student or use assessments

- Readiness range
 - Interests
 - Learning profile
 - Talents
- 
- A diagram consisting of four arrows pointing from the left list to the right list. The first arrow points from 'Readiness range' to 'Skills'. The second arrow points from 'Interests' to 'Reading'. The third arrow points from 'Learning profile' to 'Thinking'. The fourth arrow points from 'Talents' to 'Information'.
- Skills
 - Reading
 - Thinking
 - Information



3. Create an activity that is

- Interesting
- High level
- Causes students to use key skill(s) to understand a key idea



4. Chart the complexity of the activity

- On a continuum (“ladder”) from complex, abstract, high level skill to simple, concrete, basic level skill
- Refer to the Equalizer (linked on Tiered Instruction page) to determine and place levels of the activity on the ladder

"The Equalizer" to Chart the Complexity of An Activity

Foundational	Information, Ideas, Materials, Applications	Transformational
Concrete	Representations, Ideas, Applications, Materials	Abstract
Simple	Resources, Research, Issues, Problems, Skills, Goals	Complex
Fewer Facets	Disciplinary Connections, Directions, Stages of Development	Multi-Facets
Smaller Leap	Applications, Insight Transfer	Greater Leap
More Structured	Solutions, Decisions, Approaches	More Open
Clearly Defined Problems	In Process, In Research, In Products	Fuzzy Problems
Less Independence	Planning, Designing, Monitoring	Greater Independence
Slower	Pace of Study, Pace of Thought	Quicker

5. Clone the activity along other levels on the ladder as needed to ensure challenge and success for your students, assessing resulting variations in terms of

- Materials – basic to advanced
- Form of expression – from familiar to unfamiliar
- From experience – from personal experience to removed from personal experience

(Refer to the Equalizer as needed to remain “grounded” with respect to levels of abstractness and complexity.)



6. Use student achievement levels, interests, learning styles, and other information to match students with an appropriate version of the task

- Each student will do only the version appropriate to the student's level
- All students will learn the same concept or skill, but at a level appropriate to the student's instructional needs



ASSIGNMENT TIERED BY COMPLEXITY

EXPLORE THAT ORGANISMS, INCLUDING PEOPLE, HAVE BASIC NEEDS WHICH INCLUDE **AIR, WATER, FOOD, LIVING SPACE AND SHELTER.**

You have found a plant that is not healthy, and would like to make it better. Write about how you will find out what it needs and what you will do to make it healthier.

Is there something that plants might need that we did not look at? Write about what that might be, and then write about how you might find out whether or not plants really need it.



You know someone who would like to grow a plant for a plant competition. This person has never grown a plant before. Write a list of everything this person should do to grow a healthy plant that will win the competition .

Taken from: Differentiation in Practice:
Examining High Quality Differentiated
Units
**Cindy Strickland; University
of Virginia**

Tiering

Standard _____
Indicators _____
Benchmark _____

Beyond

At

Working Toward

SO MANY WAYS TO TIER!

Perspective

SOPHISTICATION OF RESEARCH

Skill

COMPLEXITY

Real life products

Vocabulary

Level of thinking

Abstractness

Student interest

Openness of process/products

Example	Tiering Method
Civil War Assignment	
Famous Historical Person	
Vocabulary Assignment	
Book Study- Cricket in Time Square	
Tiered Paragraph Writing Assignment	
Learning Center about Animals	
The Chinese Cinderella Assignment	
Math Assignment	
Regions of North Carolina	
Assignment based on a novel or story	

HOW TO IMPLEMENT TIERED LESSONS



RESOURCES FOR TIERED LESSONS

[Indiana's Tiered Curriculum Project](#)

[Overview and examples](#)

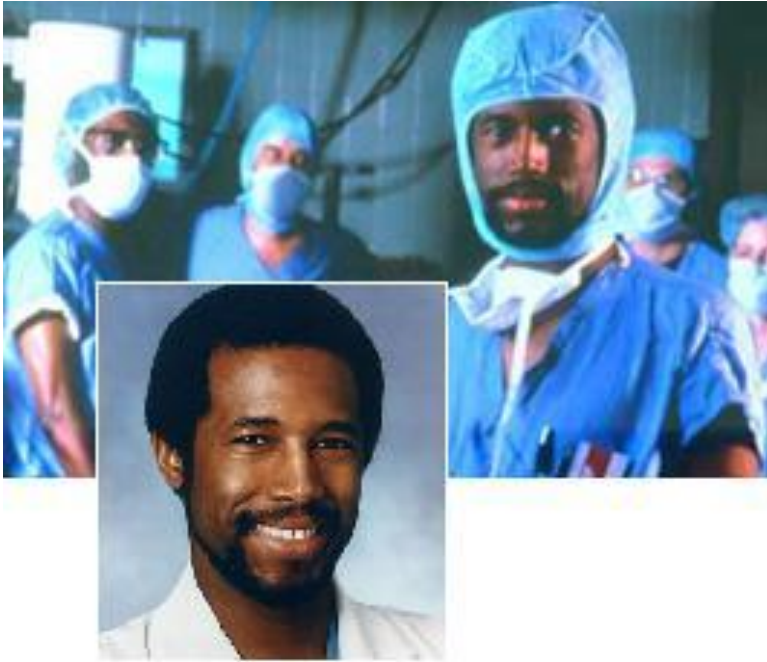


MOTIVATION FOR TIERING:

What if she was your student?



MOTIVATION FOR TIERING:



What if you had been his fifth grade teacher?



Tiering
Guarantees
Fairness

Every learner will be challenged



Every learner will invest the same
amount of time in learning



Every learner has a right to learn
something new



Every learner has the right to
an *equivalent* amount of
fun





WORK TIME FOR TIERED ASSIGNMENTS...

Tiered Activities In Summary

Things in Common:

- Same concept benchmark
- Whole class activity/intro
- Some activities in the tasks may be the same



Differences in:

- Challenge of the task
- Complexity of the activity
- Final product

All tiers should:

- Build understanding
- Challenge students
- Be interesting and engaging
- Be “respectful”
- Have an appropriate and manageable number of tiers
- Practice flexible grouping



HOMEWORK FOR NEXT SESSION-

- ☐ Create and implement a tiered assignment
- ☐ Bring a copy of the assignment and assessment to our next session and be ready to share out.

Next Session...
February 7th